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ABSTRACT

This experimental unit on modernization will involve secondary students in researching and developing a 50-nation data bank from which they are asked to make cross-cultural comparisons and analyses. Students infer some of the consequences of economic development on social and political life in a modernizing society, apply the concept of modernization to countries undergoing the modernizing process, and analyze the relationships between various factors in the modernizing process. There are six activities. In activity one students infer from a series of pictures and quotations some of the dimensions of the term "modern." Activity two contains a step-by-step guide for the construction of a 50-nation data bank. Students work with punch cards and data sheets to organize and manipulate a variety of statistical data. Students learn to use the data bank in activity three by completing exercise questions. In activity four students develop lists of criteria from which to assess the degree of modernization of 20 nations in the data bank. In activity five students generate their own hypotheses about the modernization process and the nations in the data bank and test their hypotheses by verification with the data. The unit ends with activity six in which students are shown a series of 46 slides and are asked to rate them on a scale from least modern to most modern. (Author/RM)

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2

A COMPARATIVE VIEW OF MODERNIZATION

An Experimental Unit
Second Edition, Revised
June, 1976

Prepared by the Center for Teaching International Relations

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TEACHER'S INTRODUCTION

Modernization, in its broadest sense, has a great impact on a large number of people in the world today. Realizing this, we still do not have a clear understanding of what it means to be "modern" or to become modern. This unit is designed to involve students in constructing a data bank from which to establish criteria for using the concept of "modernity." It can provide a useful introduction for students in manipulating and recognizing some of the uses of statistical data.

In normal usage the term modernization refers to the process of a society's change from a traditional, less-technologically advanced stage to a level of economic and technological development more closely resembling the United States, the Soviet Union, or Western European models of the industrial state. A continuing focus of modernization and development studies has been on problems related to this economic growth. Increasing attention has also been given to the related questions of national unity and political stability; the roles of leadership and elites; the need for a national system of communication and transportation; and the importance of a high level of political socialization and literacy achieved through formalized educational systems. These studies presuppose a society composed of individuals with strong cultural bonds who generally share the view that they have a stake in the future of the emerging nation-state of which they are a part.

A teacher looking for a quick introduction to some of the literature regarding modernization would do well to consult C.E. Black's THE DYNAMICS OF MODERNIZATION (Harper Torchbook, 1967). The bibliographical essay at the end of Black's book is especially valuable. Also, refer to the bibliography at the end of this unit.

MODERNIZATION AND THE DATA BANK

Younger students often associate the computer card and the associated technology with the subject of mathematics. This unit should suggest that the computer card, data storage and data classification can be valuable in the social studies classroom as well as in the math class.

In the broadest sense, this unit provides an opportunity for students to "touch" many different cultures and thereby experience the range and impact of cultural diversity. Moreover, students will have the opportunity to compare cultures, examine and re-examine the criteria they use to do so, and speculate about the possible impact of significant cultural variables. More specifically, the unit emphasizes research, value questioning, and inquiry and study skills.

Students will participate in the research for and development of a fifty-nation data bank from which they will be asked to make cross-cultural comparisons and analyses. After the data bank has been assembled, students will be given the opportunity to think about the operating

definition of "modern" they are using. Throughout the unit, the teacher should play the role of facilitator--helping to organize and gather materials.

VALUES AND THE TERM "MODERNIZATION"

It is important to introduce to students at some point in the unit an examination of a host of value questions. In addition, it is also important that students grapple with the lack of clarity associated with the term "modern." This in no way should detract from the use of the data bank; it simply places its use in a more proper perspective. Many of the value dilemmas arising from the modernization process are consistently faced by political leaders making economic decisions which can affect their own as well as other societies.

One effective way to get at these values questions might be to study modernization within a value-systems framework. This could be accomplished by first identifying and analyzing the interconnected values which hold a particular society together, and then attempting to hypothesize about the possible impact that the introduction of various modernizing influences might have on the society in question.

Alternatively, one might choose to compare slum areas within the students' own municipality and other familiar slums in the United States, with the "underdeveloped" areas of the rest of the world. This approach might be useful in helping students avoid the pitfall of concluding that "we" are better than "they" by pointing out that "underdeveloped" is a term that can, depending on context, be applied to one's own country.

In this unit we have chosen another alternative. Students are first asked to gather and infer from data and make judgments about degrees of modernization based upon their preconceived notions of what the term means and upon a cursory examination of some pictures and statements. In other words, very little is done at the outset with the values dimension of the concept. Inclusion of the slide exercise at the end of the unit is intended to prompt students to raise some value questions and to re-examine <u>their</u> definitions of the term "modern" and their criteria for making judgments about societies. The showing and rating of the slides, in itself, will not be an adequate examination of the question of values and modernization. Your handling of the follow-up discussion is most important in raising these kinds of questions.

The following list of value questions indicates the range of issues profitable to pursue:

1. Does the term "modernization" presuppose a value preference for things modern or for progress? Is this necessarily good? What does "progress" mean?

2. Can the study of modernization lead to a feeling that "we are better than they?" Are the U.S. and the U.S.S.R. proper models for many underdeveloped areas of the world to emulate? What kinds of things about a highly complex, industrialized, urbanized daily life-style might not be worth copying?

3. Does the modernization process assume that most major national decisions would have to be made by a "central government" similar, at least in authority and power, to our federal government? Is this necessarily desirable for all underdeveloped nations? Are there places in the world where widely scattered tribal authority has worked well in getting things done?

4. Are "order" and "stability," as value preferences of western industrialized society, always relevant to the needs of so-called Third World and Fourth World countries?

5. As nations become more modern, do they become more the same (in life styles, urban life, people's dress, etc.)? Is this desirable? Does modernization = westernization?

6. Does the development process lead less-developed countries into greater, rather than less, dependency on western industrialized nation-states? If so, is this a good thing?

7. What does Gross National Product (GNP) really tell us about the quality of life in a particular country? Does it tell you anything for certain about the quality of the air or of the water or of the beauty of the land? Does it tell you anything about the serenity of personal fulfillment that people living in that society likely experience during their lifetime?

8. How have minorities been treated during the transition of various nation-states from a traditional to a more modern society?
In England in the early and late 19th Century (or today)?
In the United States in mid and late 19th Century (or today)?
In the Soviet Union in the mid 20th Century (or today)?
In Brazil today?
In Indonesia today?
In South Africa for the past half century?
In Mexico today?

9. As societies become increasingly "modernized," is there an increasingly higher price paid in terms of environmental decay, personal and group identity and feeling of security, privacy, etc.? Are there human value parameters to economic growth?

10. Do we need to develop other "measures" to determine quality of life in different societies? What might these measures be?

Some of these questions and issues can be raised and profitably discussed via a careful use of the slide exercise and follow-up discussion.

UNIT OBJECTIVES

To manipulate, interpret and make inferences from various kinds of social, political and economic data

To infer some of the consequences of economic development on social and political life in a modernizing society

To apply the concept of modernization to specific cases (countries) undergoing the modernizing process

To analyze the relationships between various factors in the modernizing process

To recognize unstated assumptions in our use of the term "modern"

To make judgments regarding the relative usefulness of available data in illuminating the modernizing process in societies around the world

To rely on data to check previously generated hypotheses

To establish and re-examine criteria with which to gauge the degree of modernization found in a variety of countries

To be able to make statements about problems facing modernizing countries

TEACHING SEQUENCE: Overview of Modernization Unit

Activity #1: MODERN: WHAT DOES IT MEAN?

An exercise designed to open up discussion on developing a working definition of the term "modern." Students infer from a series of pictures and quotations some of the dimensions of the concept.

Activity #2: CONSTRUCTING THE DATA BANK

A step-by-step guide for the construction of a fifty-nation data bank. Students work with punch cards and data sheets to organize and manipulate a variety of statistical data.

Activity #4: ESTABLISHING CRITERIA AND CLASSIFYING NATIONS

Students develop lists of criteria from which to assess the degree of modernization of twenty nations in the data bank.

Activity #5: MODERNIZATION: USING AND TESTING YOUR IDEAS

In this exercise, students generate their own hypotheses about the modernization process and the nations in the data bank. Then, they test their hypotheses by verification with the data.

Activity #6: SLIDE EXERCISE

As a concluding activity, students are shown a series of 46 slides and asked to rate them on a scale from Least Modern to Most Modern. Designed to raise the ambiguity of the concept and to spur discussion about a range of value questions associated with the concept of modernity.

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CS: MODERNIZATION 9/75 TEACHER 1:1

Title MODERN: WHAT DOES IT MEAN?

(NOTE: It is suggested that you prepare the materials needed for "Constructing A Data Bank" before doing this activity.)

Introduction

In order to construct a data bank it is necessary for students to begin to examine the meaning of the word 'modern" so that they can begin to see the rationale for including some data and excluding other data. The following exercise is designed to get students thinking about what some of the elements are in defining the word 'modern."

Objectives

To develop a 'working" definition of the word modern

To infer from given data (phrases and pictures) some of the criteria for determining modernity

Time One class period

Procedure

Step 1 - Ask students to study the statements and pictures on the sheet designated "Modern-What Does It Mean?" (5 minutes)

Step 2 - Distribute copies of the "RATING SHEET" and instruct the students to classify statements and pictures 1 through 15 on the sheet. (10 minutes)

Step 3 - Discuss with the class the two questions at the bottom of the rating sheet. NOTE: The goal for this activity is to get students to consider the criteria which best indicate the differences between most modern and least modern nations. Hopefully, some will select urbanization, electricity consumption, health, education, birth rate or one of the other 20 factors to be considered later on the work sheets. The important thing at this point is to get students to see the worth of measurable criteria and to begin to think about the various meanings of the word 'modern."

Step 4 - Ask students to write a definition of modern as they perceive it at this point. (See bottom of RATING SHEET)

MODERN: WHAT DOES IT MEAN?

Below you will find some pictures and statements. As a first step in dealing with some aspects of modernization and its effects on people, study these pictures and statements.

1.

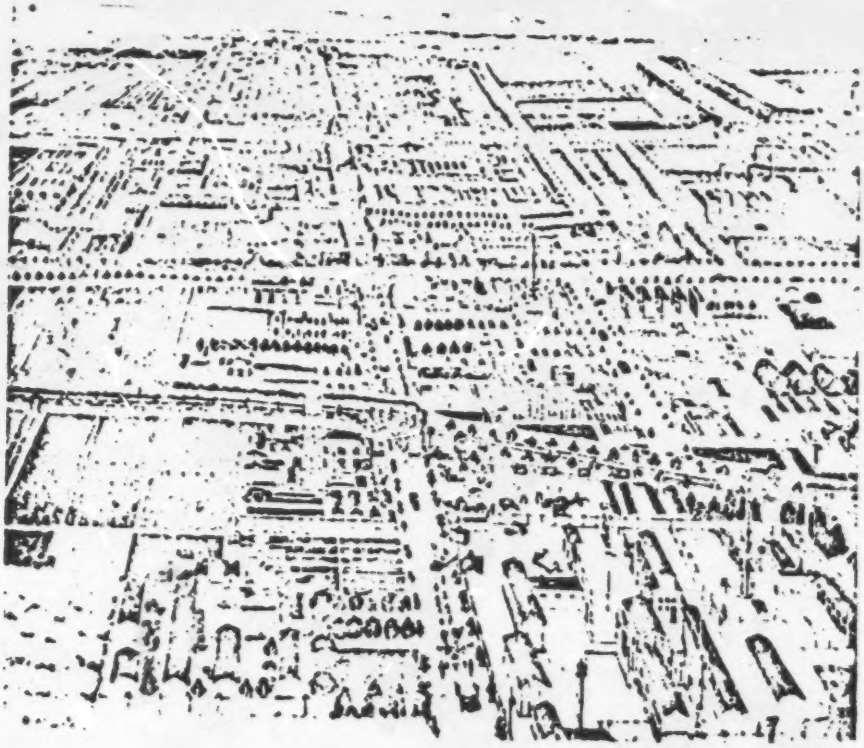
2. My son has been ill for two days but the witch doctor will make him well.

3.

4. Tomorrow I'll trade some fish with someone in the village and may come home with a shirt.

5. None of my relatives or the relatives of any friends has ever lived on the farm.

6.



7. If the rice and rubber crops are good this year our country should be able to purchase some tractors.

8. One of my brothers or sisters will go to school after high school. Since there are nine of us, I don't think it will be me.

9. Use the telephone in your room; this one is for the adults.

10. I don't care which newspaper you buy, just get one!

11. We can find an even more efficient way to get it done.

12. We have more women doctors than any nation in the world.

13. There are just too many different languages spoken in this country.

14. Grandfather is always right; ask him.

15.

A & A SANDWICH CO INC
2160SLipan ---------- 934-5847

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AA Sightseeing Tours 8120 Osceola----429-7106

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390 SIvy ---------- 333-4572
2862Larimer ---------- 623-18[illegible]

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1575N55Boulder ---------- 442-9962

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7205Meade ---------- 429-2444

A & A Swimming Pool Service
351 SantaFeDr ---------- 575-7952

AA Tax Service 2406ECalifaxAv ---------322-5632

A A Thrift Way 1211EAlamedaAv ----744-3882

A & A Tire Sales 2121WCheranoaAv --798-9331

A & A Towing
1301Lima ---------- 364-5383
1478 Osceola ---------- 366-9170

A & A TRADING POST 4509 SBdwy ---761-0747

A & A Transmission Clinic
4769SBroadway ---------- 761-6133

RATING SHEET

Place the numbers of the statements and pictures you looked at on the two preceding pages on the chart below according to whether you think they represent or come from a country which is

- -very modern
- -somewhat modern
- -becoming modern
- -can't tell from the evidence

As you go through the pictures and statements again, assume that they represent at least half the people in that country.

VERY MODERN	SOMEWHAT MODERN	BECOMING MODERN	CAN'T TELL

Some questions to consider before going further...

1. What made you decide to classify the statements and the pictures the way you did?

2. What is it that separates a "modern" country from a not-so-modern country? Make a list of the things one should examine in making a judgment about whether a country is modern or becoming modern. Try to use categories that are easily measured and compared. For example, the percentage of people on the farm or in the city is a measurable piece of evidence. However, finding the number of universities and comparing one culture with another on this piece of evidence is not so easily done. Can you see why?

   a.

   b.

c.

d.

e.

f.

g.

h.

Look up the word "modern" in a dictionary. Using that definition and your ideas write a definition of the word "modern."

Title CONSTRUCTING THE DATA BANK

Objectives

To construct a data bank from which to interpret various kinds of social, political and economic data in the context of the concept of modernization

To manipulate a variety of social, political and economic data from a number of countries around the world

Time Two class periods

Preparation

To construct the data bank you'll need to see to it that some simple preliminary steps are taken before students work with the data. If your class consists of about 30 students and IBM cards are easily available (they usually are), you may want students to make 6 banks of 50 cards per bank. (The choice of 6 banks as opposed to one bank of 50 cards for the whole class is simply to maximize participation and to cover absences during the course of the unit.) In other words, should you choose to make, say, six banks, at the end of the sorting (Step 9) you would have six identical sets of data cards for each of the 50 nations. The only materials required for the data bank construction are IBM cards with 40 holes punched on the top and 40 more along the bottom (see diagram on Worksheet C - Numbering Key), or medical cards already punched or hand punched cards cut from manila folders, and one dozen straightened paper clips. You should be able to get a neighboring high school to punch this small number of IBM cards in 10 or 15 minutes. If you purchase the inexpensive blank IBM cards, any keypunch operator should be willing to punch them for you.

Procedure

Step 1 - As a transition from "Modern: What Does It Mean?" and the accompanying Rating Sheet, explain to the students that they will be constructing a data bank with which to test the degree of modernization present in 50 different countries.

Step 2 - Let us assume you plan to construct six banks per class. Instruct students to work in pairs. Ask each pair of students to select (or you assign them) three countries from those listed in "Worksheet A - Reference Materials." It is suggested that you vary the number of countries for which pairs are responsible according to the ability of the two students in each pair.

Step 3 - Each student will need six cards for each country selected for research (18-24 cards per pair). After each student receives the necessary number of cards, instruct the class to hold the cards so that the notch is in the right hand corner (see Worksheet C).

Step 4 - With the notch in the right hand corner, students should number the 80 holes as directed on their handout. NOTE: All numbering must be identical.

Step 5 - Have students carefully print the name of the country in the middle of the card.

Step 6 - Distribute copies of Worksheets A, B, & C to each student.

Step 7 - Instruct the students to research their countries from the Reference Materials (Worksheet A) and fill in the blanks accordingly on Worksheet B-Student Data Collection Sheet. Provide help and direction where needed while urging students to be accurate in their work. The research material, completely filled in, will make the construction of the data bank a rather simple job. If you wish to provide opportunities for students to learn some research skills, you could reproduce the eight pages of Worksheet A leaving out certain more easily found pieces of information.* Help students with vocabulary words and phrases which must be used in doing the research. Distribute copies of the VOCABULARY LIST to assist students in the use of terms. It is suggested that you use the VOCABULARY LIST as a homework assignment and that you add terms to the list as you see the need.

Step 8 - After the research has been completed, have the students carefully notch out the holes as shown on their handout (CONSTRUCTING THE DATA BANK). All six cards for each country should be notched in exactly the same manner at exactly the same holes.

Step 9 - Have students in the class exchange cards so that the six different banks contain the same sets of 50 different cards. Set up 6 tables or desks where one card from each country can be dropped as a means of collating the cards. A suitable sorting tool can be provided by carefully straightening one dozen paper clips if you're using IBM cards for the unit.

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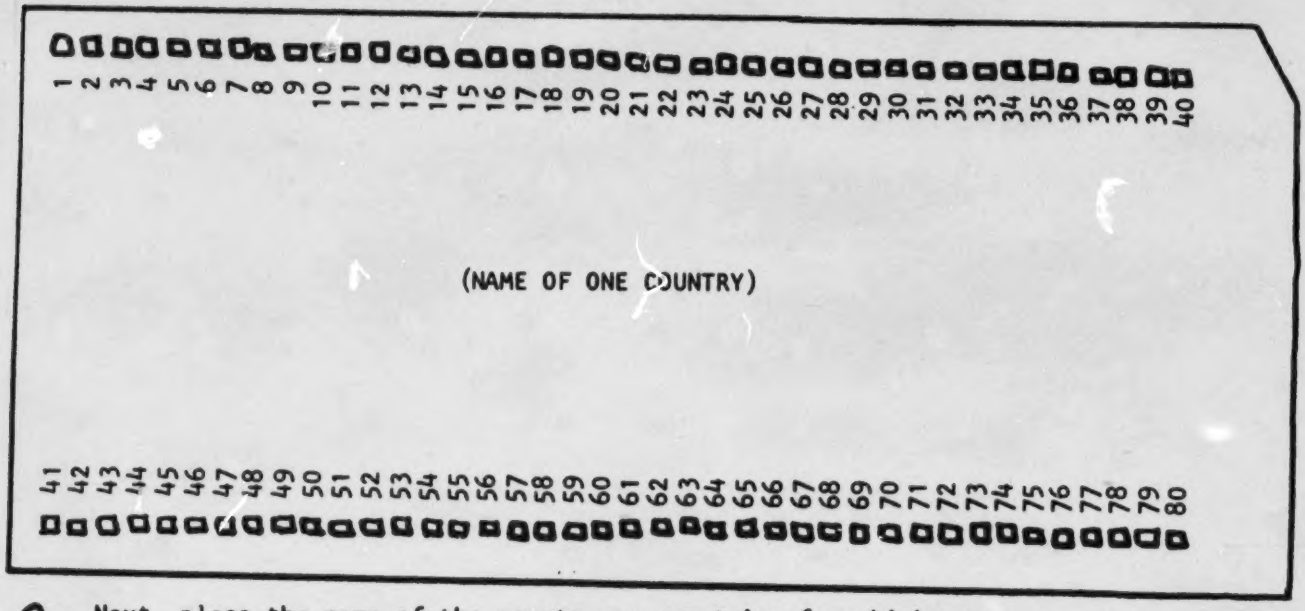
*The following list of data sources was used to compile "Worksheet A, Reference Materials," for this unit. If you choose to leave out certain pieces of data on the Worksheet, this list would also provide a useful source of data for students:

UNITED NATIONS STATISTICAL YEARBOOK (Latest Edition)
STATISTICAL ABSTRACTS
OTHER LANDS OTHER PEOPLE: A COUNTRY-BY-COUNTRY FACT BOOK, compiled by the Committee on International Relations of the National Education Association of the United States, Fifth Edition.
Charles L. Taylor and Michael C. Hudson, WORLD HANDBOOK OF POLITICAL AND SOCIAL INDICATORS (New Haven and London: Yale University Press, 1972.)

CONSTRUCTING THE DATA BANK

1. In order to make a data bank, work in pairs. Each pair should select one, two, or more countries depending upon the size of the class. Start by numbering the holes on your cards as follows:



2. Next, place the name of the country or countries for which you are responsible in the middle of the card or cards.

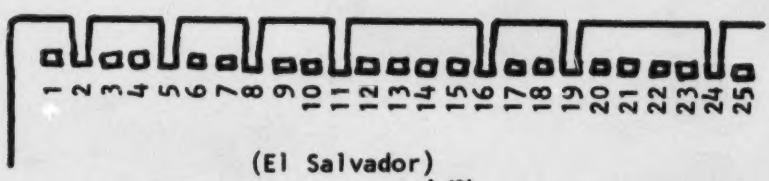
3. Pick up from your teacher the following:

   Worksheet A - Reference Materials (8 pages)
   Worksheet B - Student Data Collection Sheet
   Worksheet C - Numbering Key (2 pages)

   You will notice as you look over Worksheet A - Reference Materials that some of the research is missing. It will be your job to find that missing information.

4. Using Worksheets A and C fill out Worksheet B. Work carefully and accurately. When you have completed Worksheet B, take the next step with the cards for which you are responsible.

5. Using scissors, notch out the correct holes on your card. This should be done carefully. The notched hole should look like the following:



(El Salvador)

When all of the cards have been completed, distribute them so that each group of 5-6 students has a set of 50 different cards. Handle the cards carefully so that the edges are not bent.

During the next three days you will be asked to use the Data Bank you have compiled to answer some questions. Keep in mind that we are exploring the meaning and the results of modernization. Think about the following questions as you do the remaining exercises in the unit:

What does modernization mean?
What difference does it make?
How modern are countries like Togo, Iran, Peru and Canada?

VOCABULARY LIST

In this unit we will be attempting to find a useful way to make some comparisons among nations. That is also one of the things that a Data Bank does well. Your job will be to construct a very simple Data Bank and make it do some work for you. If you assemble it well, it should be very useful to you as you do the last three exercises in the unit. As you do some research and put together your Data Bank, you will be faced with some new words and phrases. Some of those most commonly used are listed below. Try to learn their meaning as you work with the rest of the material in this unit.

a. caloric intake_____

b. per-capita income_____

c. per-capita_____

d. exceptions_____

e. literacy rate_____

f. labor force_____

g. life expectancy_____

h. finished goods_____

i. arable land_____

j. criteria_____

k. urban_____

l. rural_____

m. predominately_____

n.

WORKSHEET A - REFERENCE MATERIALS STUDENT 2:

CATEGORIES	COUNTRIES: El Salvador	Japan	Egypt-United Arab Rep.	Romania	Australia	Finland	
1. Literacy	50	99	30	89	98.5	99	
2. Exports (finished-raw)	Raw	Finished	Raw	Finished	Finished	Finished	
3. Urban	38	72	43		84	61	
4. Per Capita Annual Electricity Consumption (Kilowatt Hours)	134	1,815	176	732	3,044	3,129	
5. Life Expectancy (Years)	58	72	53	68	70	73	
6. Caloric Intake	1,840	2,300	2,960	3,040	3,300	2,960	
7. University Graduates per year per 10,000 pop.	6	16	4	6	14	10	
8. Number of radios per 1,000 pop.	136	201	71	127	205	308	
9. Per Capita Income	$225	$550	$137	$325	$1,375	$1,125	
10. Autos per 1,000 pop.	9	17	3	N/A	243	82	
11. Labor Force in Industry	17	34	11		32		
12. Birth Rate Per 1,000	42.1	19.2	33.9	21.1	21.7	13.1	
13. Median School Years Completed 15-24	2.14	9		4	9	4.45	
14. Dominant Religion	Catholic	Buddhist	Moslem	Catholic	Protestant	Protestant	
15. Continent	North America	Asia	Africa	Europe	Australia (Oceania)	Europe	
16. Pop. Per Acre of Arable Land	1,400	4,150	2,990		85	440	
17. Telephones Per 1,000 pop.	8	125	10	23	240	169	
18. Labor Force in Agriculture	60	17	57		14	25	
19. Years to Double Population	21	70	26	88	33	88	
20. Population Per Physician	4,700	920	2,500	730	730	1,400	

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CATEGORIES	COUNTRIES: Mexico	Argentina	So. Africa	Peru	Ecuador		
1. Literacy	65%	91%	45%	61%	67%		
2. Exports (finished-raw)		Raw	Raw	Raw	Raw		
3. Urban	60%	79%	48%	49%	46%		
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	400	627	1,643	326	112		
5. Life Expectancy (Years)	56	66	51	50	52		
6. Caloric Intake	2,640	2,660	2,820	2,360	1,890		
7. University Graduates per Year per 10,000 pop.	5	5	4	3	1		
8. Number of Radios per 1,000 pop.	169	253	69	169	9		
9. Per Capita Income	$375	$550	$375	$225	$162		
10. Autos per 1,000 pop.	17	33	58	11	3		
11. Labor Force in Industry	9%	32%	15%	18%	18%		
12. Birth Rate per 1,000	43	22	40	42	45		
13. Median School Years Completed 15-24	4.41	6.71	5.03	3.58	3.90		
14. Dominant Religion	Catholic	Catholic	Protestant	Catholic	Catholic		
15. Continent	North America	South America	Africa	South America	South America		
16. Pop. per Acre of Arable Land	390	270	340		440		
17. Telephones per 1,000	18	66	64	12	9		
18. Labor Force in Agriculture	46%	19%	30%	45%	53%		
19. Years to Double Population	22	44	29	24	23		
20. Population per Physician	1,800	670	1,900	2,200	2,800		

CATEGORIES	COUNTRIES: Cameroon	Israel	Algeria	Morocco	Syria	Taiwan	Liberia
1. Literacy	10%	88%	25%	14%	35%	85%	9%
2. Exports (finished-raw)	Raw	Finished	Raw	Raw	Raw	Finished	Raw
3. Urban	20%	80%	43%	35%	44%	64%	26%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	210	1,471	102	96	103	502	203
5. Life Expectancy (Years)	49	71	51	55	35	68	41
6. Caloric Intake	2,130	2,930	1,950	2,180	2,450	2,650	2,260
7. University Graduates per Year per 10,000 pop.	1	8		Less than 1	3	6	3
8. Number of Radios per 1,000 pop.	3	235	129	48	57	95	98
9. Per Capita Income	$112	$850	$187	$162	$162	$162	$137
10. Autos per 1,000 pop.	2	25	19	13	4	1	
11. Labor Force in Industry		34%	8%	10%	12%	16%	9%
12. Birth Rate per 1,000	43	28	49	49	47		51
13. Median School Years Completed 15-24	Less than 1	8	Less than 1	Less than 1	Less than 1		Less than
14. Dominant Religion	Tribal	Judaism	Islam	Islam	Islam	Buddhist	Tribal
15. Continent	Africa	Asia	Africa	Africa	Asia	Asia	Africa
16. Pop. per Acre of Arable Land	130	1,520	410	420	200	3,120	65
17. Telephones per 1,000	3	85	11	11	13	12	3
18. Labor Force in Agriculture	84%	10%	66%	61%	62%	44%	81%
19. Years to Double Population	33	20	78	25	22	21	50
20. Population per Physician	30,000	430	8,700	9,700	5,400	2,400	12,000

CATEGORIES	COUNTRIES: Kenya	Zaire	Senegal	Burma	Chad	Malaysia	Thailan
1. Literacy	25%	15%	6%	58%	18%	43%	68%
2. Exports (finished-raw)	Raw	Raw	Raw	Raw	Raw	Raw	Raw
3. Urban	10%	16%	26%	19%	8%	40%	15%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	56	147	66	23	4	212	35
5. Life Expectancy (Years)	43	39	37	43	30	57	50
6. Caloric Intake	2,240	1,920	2,300	1,940	2,180	2,190	2,100
7. University Graduates per Year per 10,000 pop.							2
8. Number of Radios per 1,000 pop.	11	3	45	9	7	41	6
9. Per Capita Income	$75	$75	$162	$75	$75	$217	$112
10. Autos per 1,000 pop.	7	3	8	1	7	17	2
11. Labor Force in Industry	N/A	21%		7%	N/A	N/A	5%
12. Birth Rate per 1,000	48	44	46	40	48	48	43
13. Median School Years Completed 15-24	Less than 1	Less than 1		Less than 1		4.09	4.37
14. Dominant Religion	Tribal	Tribal	Islam	Buddhism	Tribal	Islam	Buddhism
15. Continent	Africa	Africa	Africa	Asia	Africa	Asia	Asia
16. Pop. per Acre of Arable Land	1,110	75	140	410	120	420	700
17. Telephones per 1,000	6	1	7	9	1	13	2
18. Labor Force in Agriculture	88%	63%	74%	66%	92%	59%	80%
19. Years to Double Population	24	33	31	35	47	24	24
20. Population per Physician	9,700	30,000	20,000	9,400	62,000	7,000	7,600

CATEGORIES	COUNTRIES: So. Korea	Cambodia	Uganda	Sweden	Phillipines	Angola	Belgiu
1. Literacy	71%	31%	25%	99.9%	72%	3%	97%
2. Exports (finished-raw)	Raw	Raw	Raw		Raw	Raw	Finish
3. Urban	38%	12%	6%	80%	34%	14%	69%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	110	13	50	5,879	146		2,212
5. Life Expectancy (Years)	53	44	46	73	51	35	71
6. Caloric Intake	2,430	2,170	2,240	2,950	1,990	1,870	3,150
7. University Graduates per Year per 10,000 pop.	8			8	15		13
8. Number of Radios per 1,000 pop.	61	6	14	388	40	13	32E
9. Per Capita Income	$75	$112	$75	$1,625	$137	$75	$1,12
10. Autos per 1,000 pop.	5	3	4	217	4	8	124
11. Labor Force in Industry	17%	5%			15%	N/A	
12. Birth Rate per 1,000	39		43	14	45	50	15
13. Median School Years Completed 15-24	5.65		.70		5.70		
14. Dominant Religion	Buddhism	Buddhism	Christian	Protestant	Catholic	Tribal	Catholi
15. Continent	Asia	Asia	Africa	Europe	Asia	Africa	Europe
16. Pop. per Acre of Arable Land	3,320	540	500	600	720	1,230	2,590
17. Telephones per 1,000	8	7	2	440	5	3	156
18. Labor Force in Agriculture	49%	80%	89%	9%	57%	82%	5%
19. Years to Double Population	24	26	28	117	21	50	117
20. Population per Physician	3,000	31,000	13,000	960	1,700	8,300	700

CATEGORIES / COUNTRIES:	Nigeria	Italy	Niger	Poland	Guatamala	U.S.S.R.	People's R of China
1. Literacy	11%	92%	1%	95%	29%	98%	50%
2. Exports (finished-raw)	Raw	Finished	Raw	Finished	Raw	Finished	Raw
3. Urban	23%	53%	3%	53%	34%	57%	15%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	18	1,520	4	1,281	92	2,009	73
5. Life Expectancy (Years)	39	68	37	68	44	69	50
6. Caloric Intake	2,170	2,810	2,170	3,350	2,160	3,180	2,000
7. University Graduates per Year per 10,000 pop.	1	5		5	4	15	3
8. Number of Radios per 1,000 pop.	11	190	6	186	54	310	12
9. Per Capita Income	$15	$650	$75	$550	$275	$850	
10. Autos per 1,000 pop.	8	91	7	7	7	6	
11. Labor Force in Industry	15%		Less than 1%		14%		N/A
12. Birth Rate per 1,000	50	17	52	17	39	18	33
13. Median School Years Completed 15-24		4.05		5.21	Less than 1	7.58	
14. Dominant Religion	Islam	Catholic	Islam	Catholic	Catholic	None	None
15. Continent	Africa	Europe	Africa	Europe	North America	Europe	Asia
16. Pop. per Acre of Arable Land	430	860	55	510	490	250	1,410
17. Telephones per 1,000	1	105	7	186	6	31	5
18. Labor Force in Agriculture	80%	22%	96%	38%	65%	32%	85%
19. Years to Double Population	35	100	21	54	21	44	47
20. Population per Physician	50,000	610	65,000	870	3,600	510	

CATEGORIES / COUNTRIES:	France	United States	Brazil	Saudi Arabia	India	Iraq	Iran
1. Literacy	96%	98%	61%	5%	28%	20%	35%
2. Exports (finished-raw)	Finished	Finished	Raw	Raw	Raw	Raw	Raw
3. Urban	67%	74%	54%	25%	21%	47%	41%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	1,981	5,639		73	68	166	100
5. Life Expectancy (Years)	72	70	57	35	42	50	50
6. Caloric Intake	3,070	3,200	2,690	2,080	1,990	2,140	2,050
7. University Graduates per Year per 10,000 pop.	5	28	2		10	4	1
8. Number of Radios per 1,000 pop.	304	1,000	6	12	7	15	68
9. Per Capita Income	$1,375	$2,625	$225	$162	$75	$225	$187
10. Autos per 1,000 pop.	182	373	12	4	8	7	5
11. Labor Force in Industry		65%	13%		11%	14%	24%
12. Birth Rate per 1,000	17	17.3	37.8	50.0	42.8	49	45
13. Median School Years Completed 15-24	5.01	12.5	2.5		Less than 1	Less than 1	Less th
14. Dominant Religion	Catholic	Protestant	Catholic	Islam	Hinduism	Islam	Islam
15. Continent	Europe	North America	South America	Asia	Asia	Asia	Asia
16. Pop. per Acre of Arable Land	600	250	870	5,160	710	150	310
17. Telephones per 1,000	117	459	16	4	2	9	8
18. Labor Force in Agriculture	15%	4%	52%	72%	73%	48%	42%
19. Years to Double Population	54	44	23	41	31	41	28
20. Population per Physician	870	690	3,600	13,000	5,800	4,800	3,200

CATEGORIES / COUNTRIES:	Greece	Tanzania	Togo	Ethiopia	Great Britain	Sudan	Afghani
1. Literacy	80%	10%	10%	5%	99%	12%	5%
2. Exports (finished-raw)			Raw	Raw	Finished	Raw	Raw
3. Urban	49%	7%	16%	8%	81%	10%	8%
4. Per Capita Annual Electricity Concumption (Kilowatt Hours)	442	19	16	9	3,359	12	13
5. Life Expectancy (Years)	69	45	35	35	71	50	
6. Caloric Intake	2,960	2,140	2,220	2,110	3,300	2,030	2,05(
7. University Graduates per Year per 10,000 pop.	6		0	7	13	4	2
8. Number of Radios per 1,000 pop.	94	4	11	7	296	9	2
9. Per Capita Income	$450	$75	$75	$25	$1,375	$75	$75
10. Autos per 1,000 pop.	10	3	3	6	156	2	5
11. Labor Force in Industry			0			6%	neg.
12. Birth Rate per 1,000	16	47	51	46	16	49	51
13. Median School Years Completed 15-24	6.16		Less than 1		9.77	Less than 1	
14. Dominant Religion	Greek Orthodox	Tribal	Tribal	Coptic Christianity	Protestant	Islam	Islar
15. Continent	Europe	Africa	Africa	Africa	Europe	Africa	Asi
16. Pop. per Acre of Arable Land	570	220	170	470	1,890	330	360
17. Telephones per 1,000	51	2	2	1	183	3	6
18. Labor Force in Agriculture	50%	95%	79%	90%	3%	86%	87%
19. Years to Double Population	100	37	25	39	100	25	26
20. Population per Physician	750	20,000	34,000	91,000	840	29,000	32,0(

WORKSHEET B

STUDENT DATA COLLECTION SHEET

COUNTRY:_____

	CATEGORY	ACCURATE DATA	PUNCH HOLE NUMBER
1.	Literacy	_____	_____
2.	Exports (finished-raw)	_____	_____
3.	Urban	_____	_____
4.	Kilowatt Hours of Electricity consumed	_____	_____
5.	Life Expectancy	_____	_____
6.	Caloric Intake	_____	_____
7.	University Graduates per 10,000 population	_____	_____
8.	Number of radios per 1,000	_____	_____
9.	Per capita income	_____	_____
10.	Autos per 1,000 pop.	_____	_____
11.	Labor force in industry	_____	_____
12.	Birth Rate per 1,000 pop.	_____	_____
13.	Median School Years completed	_____	_____
14.	Dominant religion	_____	_____
15.	Continent	_____	_____
16.	Pop. per acre of arable land	_____	_____
17.	Telephones per 1,000 pop.	_____	_____
18.	Labor force in agriculture	_____	_____
19.	Years to double population	_____	_____
20.	Population per physician	_____	_____

WORKSHEET C

41	1	0-25%
42	2	26-50%
43	3	51-75%
44	4	76-100%
45	5	Export Raw Materials
46	6	Export Finished Goods
47	7	0-25%
48	8	26-50%
49	9	51-75%
50	10	76-100%
51	11	Under 500
52	12	500-1,500
53	13	1,501-3,000
54	14	3,001 +
55	15	Under 50
56	16	51-60
57	17	61-70
58	18	71+
59	19	Under 2,000
60	20	2,001-2,500
61	21	2,501-3,000
62	22	3,001 +
63	23	Under 5
64	24	6-10
65	25	11-20
66	26	21 +
67	27	Under 50
68	28	51-150
69	29	151-300
70	30	301-600
71	31	601-1,000
72	32	Under $100
73	33	$101-$500
74	34	$501-$1,000
75	35	$1,001-$2,000
76	36	$2,001-$3,000
77	37	$3,001 +
78	38	Under 50
79	39	51-250
80	40	251 +

Literacy

Urban

Kilowatt Hours of Electricity Consumed

Life Expectancy

Caloric Intake

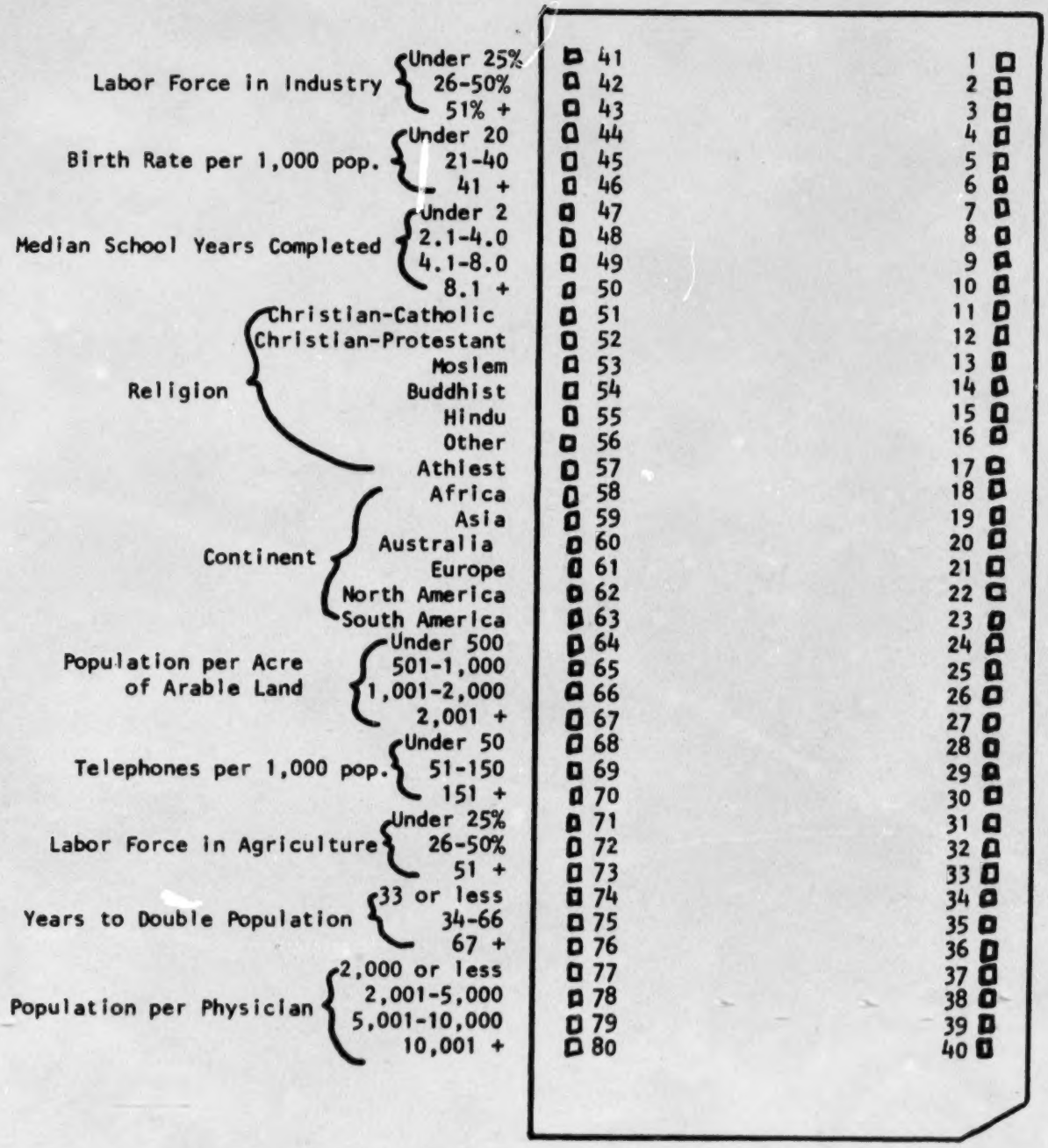
University Graduates per 10,000

Number of Radios per 1,000 pop.

Per Capita Income

Automobiles per 1,000 population

WORKSHEET D


Labor Force in Industry
Under 25%
26-50%
51% +
Birth Rate per 1,000 pop.
Under 20
21-40
41 +
Median School Years Completed
Under 2
2.1-4.0
4.1-8.0
8.1 +
Religion
Christian-Catholic
Christian-Protestant
Moslem
Buddhist
Hindu
Other
Athiest
Continent
Africa
Asia
Australia
Europe
North America
South America
Population per Acre of Arable Land
Under 500
501-1,000
1,001-2,000
2,001 +
Telephones per 1,000 pop.
Under 50
51-150
151 +
Labor Force in Agriculture
Under 25%
26-50%
51 +
Years to Double Population
33 or less
34-66
67 +
Population per Physician
2,000 or less
2,001-5,000
5,001-10,000
10,001 +
41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

Title LEARNING TO USE THE DATA BANK

Introduction

This exercise deals with the data mostly at a descriptive level. Students should begin to use the data bank to manipulate the data.

Objectives

To identify selected uses (i.e. determining "how many," "to what degree," etc.) for the information in the data bank

To gain skill in using the data bank in order to make statements about areas of the globe

Time One class period

Procedure

Step 1 - Divide the class into groups of five for this exercise. (This number would vary depending upon the size of your class and the number of data banks you decided to create.)

Step 2 - Have students answer questions 1-3. Afterwards, stop to compare answers. This will provide an opportunity to check and see that the work in constructing the data bank was done accurately. It will also give you some indication as to how well, at this point, students are able to handle the mechanics of the data banks.

Step 3 - Proceed to have students complete the rest of the exercise by answering questions 4-10. Number 5b. is more than a descriptive question. It requires that you stop for a moment and discuss with the class the notion of birth rates and their relationship with death rates.

LEARNING TO USE THE DATA BANK

1. How many South American countries are in your Data Bank? _____

2. How many African countries are in your Data Bank? _____

3. How many Asian countries are in your Data Bank? _____

Stop for a few moments and compare your answers with the answers of the other groups in your class. All answers to the three questions above should be the same.

4. How many countries in the Data Bank are predominantly Moslem? _____

5. a. How many countries have a birth rate of less than 20 per 1000 population? _____

   b. What is meant by a "high birth rate?" _____

   C. What might a high birth rate tell us about a country? _____

   _____

   d. What else would you need to know about the country before you might make a really accurate statement about it? _____

   _____

6. a. How many countries have more than 10,000 people for each doctor? _____

   b. How many people are there per doctor in Finland? _____

   c. If you wanted to live a long life, it would be smart to be born in either of which two countries?

   (1)_____ (2)_____

7. How many countries in the Data Bank export more finished goods than unfinished goods? _____

Again, compare your answers at this point.

8. If you wanted to find out on which continent most Catholic countries are located, what holes would you search? How would you go about answering the question? _____

   _____

9. Someone has told you that Moslem countries are found only in Africa. How would you check the accuracy of this statement? Suggest one way you might go about testing the accuracy of the statement.

---

10. The percentage of people living in the city (urbanized) is one way used to determine how modern a country is. How many nations of the 50 in your Data Bank have more than 50% of the people in the city?

_____

Title ESTABLISHING CRITERIA AND CLASSIFYING NATIONS

Introduction

In this exercise students are asked to use criteria set up in the first day's exercise and in subsequent activities to rank the 10 most modern and 10 least modern countries in the world. Your guidance here is crucial. Refer back to the section in the "Teacher's Introduction on Values and Modernization." Students must keep in mind that they are using very limited data in making such judgments as are asked for in this exercise. Particularly important is following up this exercise with the debriefing questions in the exercise.

Objectives

To analyze data and make inferences from it about the 10 most and 10 least modern nations according to the Data Bank

To clarify the meaning of the criteria established to make judgments

To begin thinking about the "values" dimension of the concept of modernization

Time One class period

Procedure

Step 1 - Divide class into groups of five students.

Step 2 - Distribute copies of the Student Handout entitled ESTABLISHING CRITERIA AND CLASSIFYING NATIONS to each student.

Step 3 - Have each group proceed with its task as outlined on the Student Handout.

Debriefing

1. What other kinds of criteria not contained in the Data Bank would be useful in determining how modern a country is in comparison with other countries?

2. What about using a statistic such as number of patients per mental hospital as a criteria? How useful would this item be in determining modernization?

NOTE: At this point the concept of modernity begins to get murky. It should. Questions relating to the quality of life in a country, its environment both social and physical, are simply not considered in the Data Banks your students have constructed. This does not mean that the Data Banks are any less useful; what it does mean is that students must see the limitations of the data and the criteria they are using to classify nations.

ESTABLISHING CRITERIA AND CLASSIFYING NATIONS

Before you can begin comparing the degrees of modernization among nations you will need to set up some guidelines. Choose four categories from the twenty you worked with in constructing the data bank and write them under Step 1 below. Discuss the criteria with your group to make certain everyone in the group agrees on the best four.

Step 1 - Criteria useful in measuring modernization according to my group:

1. _____

2. _____

3. _____

4. _____

Step 2 - After you have set up your criteria as outlined above, make group judgments about the ten MOST modern and the ten LEAST modern nations in the Data Bank based on each of the criteria in the spaces provided below:

Criteria #1_____ Criteria #2_____

Most Modern	Least Modern	Most Modern	Least Modern
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Criteria #3_____ Criteria #4_____

1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Step 3 - For the next 15 minutes discuss with the rest of the groups in the class what four criteria were chosen by your group and why. In addition, point out which nations would appear more frequently as "Most Modern" or "Least Modern" according to which set of criteria you used.

Step 4 - When you have constructed these lists, compare the countries placed in each. Then, below, record the names of the 10 countries which appeared most often on the Most Modern and Least Modern lists. What kinds of things did you keep in mind in making your decisions as to whether a country was classified as most modern or least modern? WHAT OTHER KINDS OF INFORMATION WOULD BE OF VALUE?

Most Modern Nations According To the Criteria Used:	Least Modern Nations According To the Criteria Used:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Title MODERNIZATION: USING AND TESTING YOUR IDEAS

Introduction

Questions on the Student Handout in this exercise ask students to suggest some of their own hypotheses based on the data, to check some statements about possible connections between pieces of data, and then to produce some kind of general statement about modernization.

Objectives

To use the data banks to make inferences and hypotheses regarding the modernization process and the data itself

To summarize, at this point, thoughts about modernization and its impact on peoples in the world

Time One class period

Procedure

Step 1 - Distribute copies of the Student Handout 5:2.

Step 2 - Have students work in groups to discuss and determine their answers OR have them proceed individually.

Step 3 - Have students summarize their views about the data and modernization by allowing them to choose two of the five assignments suggested on Student Handout page 5:3.

NOTE: You might want to think of a variety of other kinds of assignments to make at this time and add them to the list of five suggested on the Handout. For example, you might suggest assignments which explore the various consequences of modernization: the impact of and on the city; the meaning and consequences of mechanization of agriculture; the increase in accessibility of education and medical care; the impact of industrialization; possible negative payoffs of technology, including environmental pollution, city crime rates, waste of natural resources; the impact of the change from an agricultural society to an industrial one.

MODERNIZATION: USING AND TESTING YOUR IDEAS

Using your Data Bank, look at the following questions and build and test your own hypotheses:

1. What kinds of generalizations can you make about India?_____

   _____

   How accurate and complete are these generalizations?_____

   _____

2. England and Japan are both considered to be "modern" nations. Accordingly, they should have several things in common. Name five of these common characteristics:

   a._____ b._____ c._____ d._____

   e._____ Others?_____

   What things in this question might not be revealed in the Data Bank?

   _____

3. South Africa is sometimes classified as Africa's most modern nation. What kinds of statements would you expect to be accurate about South Africa?

   a._____ b._____

   c._____ d._____

   Others?_____

   South Africa is also considered to be one of the most racist countries in the world. There is strict separation of Blacks and Whites with the latter in political and economic control of the nation. Would this information affect the degree to which South Africa was considered modern? Why or why not?

4. What connection can you make between a high degree of urbanization and life expectancy, if any?

   _____

   Did your ideas check out with the data?_____

5. What connection can you find between population per square mile of arable land and health?

   _____

Do your ideas stand up to the data test?_____

Below you will find some statements which could be made about modernization and its effect on a nation. Use your group's Data Bank to test the accuracy of these statements:

1. The more modern a nation is, the lower its birth rate.
   Your reaction to the statement:

2. Largely rural nations have low literacy rates.
   Your reaction to the statement:

3. Nations in the process of modernizing export unfinished goods.
   Your reaction to the statement:

4. Per capita income has little to do with literacy.
   Your reaction to the statement:

5. Countries with low literacy rates probably have other things in common.
   Do you agree or disagree?
   If you find this statement to be true, make a list of the things you find in common:

   _____ _____ _____

   _____ _____ _____

6. Per capita income is higher in countries where urbanization is low.
   Your reaction to the statement:

EXTENSION ASSIGNMENTS: (Choose two of the following)

1. Make a bar graph which contrasts the caloric intake of the three most modern nations and the three least modern nations.

2. Using your experiences in this unit, write a summary paragraph about what one might expect to see in a modern nation.

3. Using your experiences in this unit, write a paragraph describing the future of nations that are in the process of becoming more modern.

4. Again, using your experiences with the data, write a summary paragraph about the impact of modernization on a person's life.

5. On a blank world map, locate and color the 50 nations in the Data Bank.

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